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ABSTRACT

When St. Edward's University was awarded the College Assistance Migrant Program (CAMP) in 1972, it found that migrant high school students had the lowest educational achievement level and fewer educational opportunities, an overpowering litany of difficulties faced them upon entering college, and the federal and state system of financial aid worked to their detriment. Therefore, St. Edward's redefined admissions and academic standards based on new academic assessments; developed new teaching and learning strategies, programs, staffing patterns, and multi- cultural settings; and revised the financial aid form and timelines. Because of its experience with CAMP, the university questioned its admission criteria; replicated, with modifications, support programs for use with all students; changed its faculty, staff, and trustees composition to reflect the student body; became more conscientious about teaching and learning; and implemented a student peer and role model program to help students adjust to their new environment. To date, 87% of the 1,200 CAMP students have completed the program and 72% have earned a degree or are still enrolled. About $1.90 of every dollar spent on CAMP is returned to society as compared to $1.29 and $1.14 for CETA's (Comprehensive Employment and Training Act) Job Corps and Classroom Training, respectively; and CAMP graduates start roughly at $3,000 more per year. (NQA)

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# ORDINARY PEOPLE MEET AN EXTRAORDINARY CHALLENGE

Speech Given By: Brother Stephen V. Walsh, C.S.C.
President, St. Edward's University

To: 16th Annual National Migrant Child Education Conference:
Puerto Rico Convention Center, San Juan, Puerto Rico

April 26-29, 1982

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Before I begin, there are certain persons, agencies, and businesses that should be acknowledged for the role in making all this possible and they include: from the St. Edward's University staff and faculty, present and past: Gene Binder, Roberto Perez, Tom Bjelland, Larry Rincones, Daisy Dirk-Hazen, Josie Luna, Roman Echazarreta, Frank Quinones, Mona Padilla Hjar, Sister Marie Andre Walsh, Raul Garcia, John Graves, Bob Mugerauer, Dick Kinsey, James Corbett, Frances Tipton, Manual Juarez, Ninfa Lozano, Jackie Hardy, Tom Windberg, Robin Buck Smith, Pat O'Connor, Terry Newton, and all the other members of our special skills laboratory staff. Agencies: Texas Education Agency and Texas Department of Community Affairs. Businesses: Dayton Hudson Corporation, ARCO Foundation, IBM, TARGET stores, B. Dalton book stores, General Mills Foundation and Corporation, and Pillsbury.

In the early spring of 1972, St. Edward's University received the prospectus for a program called the College Assistance Migrant Program (CAMP) from the Office of Economic Opportunity. This prospectus told of the funding of a "first" in postsecondary programs. Frankly, we didn't know alot about migrants except that there were many in Texas, but we were not aware of any migrant students attending colleges in Texas (or anywhere else for that matter). We had heard good reports about the High School Equivalency Program (HEP) but that was a GED program and not a college degree program. We notified OEO that we would certainly be interested in learning more about a CAMP. Within a matter of months, we were contacted personally by an OEO representative who outlined the program and our responsibility if we would consider hosting it. It was a real surprise to realize that St. Edward's University was under serious consideration for the first college-level migrant support program ever funded by the Office of Economic Opportunity (by anyone for that matter).

For us to be considered for this program was interesting on many points: first - we were private, second - we were Catholic, third - we were in a critical point in our history - a point in time when the University, if it were to survive, had to make bold decisions about its future direction. Fourth - we were looking for new challenges and we quickly found a real one: set up a program of academic support services for the children of migrant farmworker parents.

As a private school we found that we could welcome migrant students from all parts of the nation, we could be a <u>true</u> migrant stream institution without having to worry about out-of-state tuition costs or other regulations that sometimes govern state funded institutions. We had a flexibility and a freedom that state institutions simply do not have.

As a Christian institution committed to realizing the gospel values of justice, we have always maintained a historical commitment to serve the poor, the disadvantaged, and the disfranchised; who in our region of the country is more impoverished, more forgotten and more powerless than the children of the migrant?

We had already developed a bilingual-bicultural teacher education program--the first in the state of Texas which received a Distinguished Achievement Award from the American Association of Colleges for Teacher Education.

If there was any doubt about our commitment it was reaffirmed last fall in the words of Pope John Paul II. On September 18, 1981, Senator Daniel P. Moynihan entered into the <u>Congressional Record</u> an encyclical letter issued by John Paul II entitled <u>On Human Work</u>.

John Paul writes:

> "The Church is firmly committed to solidarity with workers and social justice for she considers it her mission, her service, a proof of her fidelity to Christ so that she can truly be the "Church of the poor" and the "poor" appear in various places and at various times; in many cases they appear as a result of the violation of the dignity of human work or because a low value is put on work. . ."

More specifically the Pope says:

> "Agricultural work involves considerable difficulties, including unremitting and sometimes exhausting physical effort and a lack of appreciation on the part of society, to the point of making agricultural people feel that they are social outcasts and of speeding up the phenomenon of their mass exodus from the countryside to the cities and unfortunately to still more dehumanizing living conditions. Added to this are the lack of adequate professional training. . . there is a lack of legal protection for the agricultural workers themselves and for their families in case of old age, sickness or unemployment. Long days of hard physical work are paid miserably."

> "In many situations radical and urgent changes are therefore needed in order to restore to agriculture - and to the rural people - their just value as the basis for a healthy economy, within the social community's development as a whole. Thus it is necessary to proclaim and promote the dignity of work, of all work but especially of agricultural work, in which man so eloquently "subdues" the earth he has received as a gift from God and affirms his "dominion" in the visible world."

As a residential college, we provide a context in which the values and world view of the migrant are supported. Our history and cultural orientation make migrant parents comfortable, even eager, to trust their sons and daughters to us. Our mission statement states that St. Edward's University will provide for its students the opportunity to experience a diversity of cultures and adding migrant students to our campus culture is a concrete example of our commitment to serve the poor. It also states we expect them to use their competence in commitment to us.

We were awarded the first CAMP program ever funded in the nation. Now our challenges began. Let me ask you, what would you say if asked to briefly describe what challenges we were facing in 1972. In fact, what do you think the challenges would be of any institution to overnight bring into its community a program such as CAMP. When it was a known fact that:

Challenge 1 - The educational achievement level of migrant high school students was the lowest of any subgroup in the southwest.

A. In 1972, there were more migrant GED graduates than migrant high school graduates.

B. In 1972, out of every 100 migrant students who started high school, less than 20 completed.

C. In 1972, out of every 100 migrant students who started college, only 1 would complete a four year degree.

D. In 1972, male migrant high school students were dropping out at the sixth month of the ninth grade and females dropping out at the second month of the tenth grade.

Challenge 2 - High school migrant students have fewer educational opportunities than any other subgroup in the southwest.

A. In 1972, there was no linkage between high schools with large migrant populations and college and/or other postsecondary vocational programs.

B. In 1972, of the 56 secondary schools in Texas that had received monies for migrant programs, only 27 had actually implemented anything resembling a special support program.

C. In 1972, high schools that house migrant students had fewer books per student in libraries than non-migrant high schools.

D. In 1972, high schools hosting migrant students had fewer physical laboratories and other special facilities than non-migrant high schools.

E. In 1972, high schools hosting migrant students were less likely to be accredited than non-migrant high schools.

F. In 1972, teachers working in high schools hosting migrant students were far less likely to be certified than teachers working in non-migrant high schools.

G. In 1972, migrant high school students averaged 7 months in schools as compared to 9 months for non-migrant students and because of this, students entered late and, therefore, lost out in regular orientation programs, lunch programs, health insurance programs, had few opportunities to participate in fall sport activities, cheerleading activities, honorary clubs, student government, and their parents were not being afforded or encouraged to join PTA's as were parents of non-migrant children.

H. Migrant high school students entering school late were less likely to be issued text books because of (1) they had already been issued, (2) those textbooks not issued had been returned to the district headquarters.

I. Migrant high school students were far more likely to be enrolled in a general high school curriculum instead of a college preparatory or vocational preparatory course as compared to non-migrant students.

Challenge 3 - The litany of difficulties facing migrant high school graduates as they enter college are overpowering.

A. First generation "equals" no tradition of success in colleges.

B. Little or no reinforcement from community schools or general community.

C. Either low placement test scores or extremely low test scores.

D. Low educational aspirations because of their unawareness of the professional world of work.

E. Little or no knowledge of proper study habits.

F. Almost all were in need of some kind of health care service.

G. The university environment was new, therefore, little or no understanding of campus subcultures, value systems, vocabulary, and understanding of traditional, cultural basis.

H. Generally older than the average traditional freshman.

Challenge 4 - The federal and state system of financial aid for college students work to the detriment of migrant high school students.

A. Requiring parents to fill out application forms in English.

B. Requiring summer earnings to be used as part of financial aid assets.

C. The filing of financial aid forms during the migration period.

D. Requiring parental W-2 forms when no parent had ever filed for income tax.

E. Requiring part time work activities without assist in finding these activities and/or understanding how these activities would work to their detriment.

F. Providing little or no financial aid guidance and/or budget counseling to assure that students understood what their aid package paid for.

G. Had a need so high that few universities could or would want to fill.

H. Allowing parents to dramatically overestimate their limited assets which prevented students from receiving their fair share of financial aid.

Given this data, there was no reason to believe that we should succeed.

Yet after ten years we can say that 87% have finished their first year of college and 72% have earned a degree and are still enrolled.

We are a sign of hope. If we can make higher education accessible and successful, then anyone of good heart and strong will can do the same.

In a nut shell, CAMP is a special support program designed to make sure students succeed in their first year.

Response 1 (to Educational Achievement Level)
A redefinition of admissions standards and academic standards based on new academic assessments.

Our first challenge was to find ways to accurately assess student's educational achievement, therefore, we had to question our own admissions criteria and from this we developed new ways to assess a student's chances for succeeding in college. How did we do this? We began to rely more on high school rank and high school GPA's rather than standardized test scores such as ACT and SAT. Further, it was obvious that migrant students were never offered the opportunity (or were never around to take the ACT or SAT) but if they did, it became a frustrating and psychologically shattering experience once the scores were announced. We also found that family income levels for this population did not predict academic success as some researchers had claimed for years. We also found that a personal letter from the student with recommendations from teachers and friends in the community were far more valuable to us in predicting students' success than any other instrument devised. You must understand that based on the criteria that we began to use, we were able to screen out students whom we felt would not make it because we did not want them to experience more failure. We felt that it's better to bar the door than subject a migrant student to another failure or frustrating academic experience. Newsweek reported that many state institutions were uping SAT scores because remedial education was expensive - so take just the bright - mythology.

Response 2 (Fewer Educational Opportunities) Sesame Street Phenomenon
New strategies for teaching and learning and new programs that include Summer Enrichment, Developmental Writing Program, MAPP/ESTIMA, RUB, Migrant Teacher Corps, and Listening Instruction.

A. To open up educational opportunities for migrants in our service area, the southwest, we had to develop linkages with high schools, agencies, and other community groups serving migrants. From this start, our linkage list today includes over 300 programs. They range across this nation; all have been in contact with us for assistance in finding postsecondary placement for their migrant students.
B. We expressed our concerns to appropriate authorities over those high schools that received a secondary migrant monies but were not used for that purpose.

C. We established a summer school that not only taught academic enrichment skills to migrant students but also opened to them the opportunities to visit cultural centers and use appropriate and well-stocked libraries and other academic facilities.

D. We saw for the first time migrant students complete a full academic year in their own respective high school and which allowed students to stay in one school throughout their academic year. Upon completion of the summer program, they returned home and were actually present at the beginning of the school

term and for most this was a new experience. While enrolled in the summer program, the differences between general vocational and academic and college preparatory courses were explained in great detail to the students and suggestions made of the courses they should take. They returned to their high school with a complete understanding of what was necessary to enhance their opportunities for continued schooling after high school.

Response 3 (To Litany of Difficulties)
New staffing patterns, multi-cultural settings, the Sesame Street Theory, Four Year Writing Program, Health Care, and Testing and Placement.

The litany of difficulties - to overcome first generation stigma:

A. We found successful role models and peers to assist us with new migrant freshmen entering into the University. We began an extensive campaign to tell high school teachers and counselors and administrators about CAMP and how they assist them in entering college.

B. We developed an extensive career awareness program (MAPP/ESTIMA HEMP) that included both urban work opportunities and bringing together successful professional people within the various disciplines and who were representative of their ethnic and cultural group. We began to teach study habits as part of our high school Summer Enrichment Program for entering freshmen. Our writing and reading lab curriculum is based upon the strengths the students bring to the lab and not upon some preconceived notion of what the student should know.

C. We ensured that the CAMP environment was supportive and did not leave personal development to chance.

D. We instituted a student contract system designed around the student's motivation and desire for success instead of letting the GPA alone reflect success or failure.

Response 4 (To Financial Aid Detriments)
Financial aid form revision and timelines including a Spanish language format.

No work while as a freshman, intensive financial aid counseling and budgeting. Providing summer jobs (to include job commitments from trustees) and list the private sector support to include ARCO, Pillsbury, Casa Gallardo, TARGET, etc.

Financial aid detriment - we developed a financial aid application that not only was written in Spanish but could also be filled out in Spanish. We required our recruiters to assist the students in filling out the forms and working with students' parents to ensure that they understood help was available to complete the application. We revised the financial aid deadlines to correspond to migrant student time schedules. We dropped the requirement for an income tax statement and through our students, explained to parents not to overestimate their limited resources. We designed a new financial aid package that would give each student the opportunity to learn budgeting and receive financial aid counseling. Finally, to ensure that the student's financial aid package was complete and did not include any loans or work their freshman year, we added from our own scarce funds literally hundreds of thousands of dollars to complete this packaging.

Because of the University's success with the CAMP model, let me tell you of our array of student support programs and educational opportunities now available for non-traditional populations which includes CAMP students beyond their freshman year. This array includes three TRIO programs- Special Services for Disadvantaged Students and newly funded for two additional years, the only Veterans Upward Bound Program in all of Texas and again funded for two years, and a Rural Students Upward Bound Program for migrant students and designated by the Department of Labor as a national CETA demonstration project - I might add that it is the only migrant Rural Upward Bound program in the nation. A migrant Teacher Corps, again the first and only migrant teacher program in the country, a Bilingual and Bicuitural Teaching Training Program which was the first certified bilingual teacher training program in Texas, to name but a few of our programs that have responded positively to our environment because of CAMP.

Because of the character of St. Edward's and CAMP's overall design, 87% of the 1,200 students who have enrolled in CAMP since 1972 have completed the program. In addition, slightly above 70% of that 1,200 population is either still in school or have completed degree programs and less than 2% of this 1,200 population subsequently returned home to continue in the migrant stream.

What has happened to the University:

Admissions - Experience with the population has led us to question all our admissions criteria and to develop new ways of assessing a student's chances for succeeding. For instance, we have learned that high school grades and class rank seem to be the most accurate predictors of college success rather than ACT or SAT composite scores. We have also learned that family income levels and educational background have only low degree of accuracy as predictors of college success. We are not a highly selective institution, but neither are we open admissions. We are now frankly much more concerned with exit criteria and have defined or are in the process of defining levels of competency in written and oral communication, moral reasoning, analytical and mathematical skills.

Sesame Street - When the Children's Television Workshop producers conceived "Sesame Street", they foresaw its primary audience as the so-called culturally disadvantaged of the inner city. No one was more surprised than they when it literally swept into every home in America and is seen today around the world. We have found the same phenomenon with the support programs developed for migrant students, mostly Mexican-American. They are valid for all students. They have been replicated, in part and with some modification, for all students. On the other hand, basic skills laboratories designed for all students especially benefit the special student.

Family lives - Not only has the University changed but the lives of all family members have probably changed for the better. The quality of interaction between and among students has been enhanced. They are overcoming the tension between various socio-economic groups because of our emphasis on the multicultural aspect of the campus and the curriculum is positive opportunity for learning and growing. We have seen that this diversity mirrors the society that students will be living in this experience better prepares them for life after graduation. We have surveyed parents and siblings of our migrant students and found that their lives have changed. Parents of our migrant student find that others seek their counsel

"because their son/daughter is in or has graduated from college". Younger siblings are also influenced because of the new role model that often was lacking before in migrant families. With the possibility of college a reality and they are doing better in their secondary education, thereby starting the pattern of success so important to their future. We are seeing families' socio-economic states improving and for the first time looking ahead to continual improvement in their lifetime.

Faculty, staff and trustees - Having increased our minority enrollment dramatically in a short period, we find now that our staff does not adequately reflect the new composition of the student body it serves. This mismatch of faculty and staff to students has necessitated the definition of Affirmative Action Plans with clear-cut goals, not just to comply with the law but as part of our commitment to provide good role models to students. Perhaps the most significant evolution is the conviction of the Board of Trustees that the composition of their membership should reflect the composition of the student body. During the past several years, they have conscientiously added more women and minorities to their number.

We know more about teaching as a result of these new students, we have become more conscientious about teaching and learning. These students have forced us to reflect on our goals and how we try to accomplish them. With a diverse student body which does not have a shared common experience or shared basic competencies (another circumstance which seems to apply to our traditional students as well), we have obviously met with some frustration and are reexamining some of our preciously unquestioned assumptions. A prime example is a remarkable four year writing program which has merited considerable national attention and could be easily replicated in any high school or college in the country.

Graduate students - Increasing larger numbers of our graduates go to graduate school: Georgetown Law School, University of Michigan (Ph.D. Labor Economics-Patrick Mason), University of Notre Dame, Baylor Medical School, U.T. Dental School. We have also seen our students find new interests in academic areas. We are seeing our graduates go from Social Studies and Education to Business Administrations, Pre-Engineer, Law, Pre-Med.

Private sector employer wants migrants, they want someone to work 8 hours a day; migrants work 16 hours a day. Our migrant programs have distinguished the University with foundations and corporations. We have received gifts from Dayton Hudson, Target stores, B. Dalton bookstores, General Mills, Pillsbury, and ARCO.

Peers - The student peer and role model program began in 1973 as a better means to help our students adjust to their new living and learning environment and to be away from home and family for the first time. The peers are successful college students and most of whom are migrants. Their ability to translate and articulate into meaningful outcomes the University's policies and organizational structure, to teach study skills, to explain program requirements and maintain individual and small group contacts throughout their initial year has been an overwhelming success and deserves recognition as such.

Aside to their need during our college program, many of these same "peers" are used in full time summer positions as full time assistants to the professional staff of our summer migrant high school program.

Finally, let me compare economic outcomes between the Pan American and St. Edward's University's CAMP with CAMP-like programs funded under the Department of Labor. To do this, I have attempted to compare the economic impact of two separate CETA funded activities with the economic impact of St. Edward's University and Pan American CAMPs. The latest figures published on CETA was 1980 and consequently, I used the same year's figures on CAMP. (Since the Adams State CAMP is no longer in existence, I stayed with St. Edward's University and Pan American.) I want to thank Dr. Miguel (Mike) Nevarez, President, and Dr. Lucas Hinojosa, CAMP Director, at Pan American University for their sharing of statistical information used in this report.

CETA comparisons - The goal of CETA is to improve the employment and earnings of economic-disadvantaged clientele which sounds familiar. Both CETA's Job Corps and Classroom Training components are CAMP-like because they provide a full service activity to the clientele. Therefore, Job Corps and Classroom Training costs and outcomes can be compared with CAMP as follows:

CETA

1. Job Corps - Every dollar spent on Job Corps returned about $1.39 to society.*

2. Classroom Training - Every dollar spent on Classroom Training returned about $1.14 to society.*

*Both Job Corps and Classroom Training costs are computed on a year program basis as is CAMP costs. Participants entering these programs should complete within one year.

CAMP

1. Every dollar spent on CAMP returned about $1.90 to society.

2. CAMP graduates started roughly at $3,000 more per year than Job Corps and Classroom Training graduates.

Other Facts

| I. | | Enrollment | Cost Per Service Year | Cost Per Participant |
|---|---|---|---|---|
| A. | CETA - 1980 | | | |
| | 1. Job Corps | 181,000 | 6,088 | 2,080 |
| | 2. Classroom Training | 750,000 | 8,046 | 3,554 |
| B. | CAMP - 1980 | | | |
| | 1. SEU and Pan Am (combined) | 464 | 3,696 | 1,827 |
| | 2. SEU | 240 | 4,356 | 1,995 |
| | 3. Pan Am | 224 | 3,588 | 1,647 |

II. A. CETA - 1980

1. Job Corps - 33% of those who entered completed their program.

2. Classroom Training - 49% of those who entered completed.

B. CAMP - 1980

1. SEU CAMP - 90% of all participants who entered completed.

2. Pan American - 88% of all participants who entered completed.

III. A. CETA - 1980

1. Job Corps - 25% of those who completed entered unsubsidized employment.

2. Classroom Training - 32% of all those who completed entered unsubsidized employment.

B. CAMP - 1980

1. SEU - 50% of those who completed graduated and entered unsubsidized employment.

2. Pan American - 50% of all who completed graduated and entered unsubsidized employment.

IV. To date, some 450 migrant students have graduated from the Pan American and St. Edward's University CAMPs. Our follow-up data shows that the entry level salary these graduates start at is $14,600. We estimate that about 26% of this income goes to state and federal taxes - a quick tabulation of the total tax dollars CAMP graduates have contributed to our economy equals $1,700,000. Another 50 students will graduate this spring and by using the same percentages, CAMP graduates will have returned to the tax coffers by 1983 equals $2,000,000 and these students will have an average lifetime of 40 years to work.

Finally, CAMP graduates at Pan American and St. Edward's University have already returned to the economy all the dollars that have been invested in them since their 1972 beginning. Not only has our country gained a new tax payer we are seeing for the first time, our migrant education is eliminating the rituals around economic and social discrepancies that have separated this population from the mainstream of American education for too long. CAMP-HEP have already been announced as cut in FY '83.

I stand before you as the President of St. Edward's University and in that capacity I have conferred more degrees upon migrants than any one other President in the nation. At the President's reception I have met parents, aunts, uncles, and grandparents. I have met families who delayed their annual trip northward to attend graduation ceremonies. These Americans are like our immigrant fathers and mothers who built this country.

We are meeting at a difficult time. We believe things are worse under Reagan. We believe in the good old days - everything I have described has been done by ordinary people.

The poet, Annie Dillard, in a little book called Holy The Firm comments on our prevailing notion that things are getting worse and questions if there ever was any good old days. She writes:

> "A blur of romance clings to our notions of "publicans", "sinners", "the poor", "the people in the marketplace", "our neighbors", as though of course God should reveal himself, if at all, to these simple people, these Sunday school watercolor figures, who are so purely themselves in their tattered robes, who are single in themselves, while we now are various, complex, and full at heart. We are busy. So, I see now, were they. Who shall ascend into the hill of the Lord? or who shall stand in his holy place? There is no one but us. There is no one to send, nor a clean hand, nor a pure heart on the face of the earth, nor in the earth, but only us, a generation comforting ourselves with the notion that we have come at an awkward time, that our innocent fathers are all dead- as if innocence had ever been- and our children busy and troubled, and we ourselves unfit, not yet ready, having each of us chosen wrongly, made a false start, failed, yielded to impulse and the tangled comfort of pleasures, and grown exhausted, unable to seek the thread, weak, and involved. But there is no one but us. There never has been. There have been generations which remembered, and generations which forgot; there has never been a generation of whole men and women who lived well for even one day. Yet some have imagined well, with honesty and art, the detail of such a life, and have described it with grace, that we mistake visions for history, dream for description, and fancy that life has devolved. So. You learn this studying any history at all, especially the lives of artists and visionaries; you learn it from Emerson, who noticed that the meanness of our days is itself worth our thought; and you learn it, fitful in your pew, at church."

So I simply ask you: Who shall realize the radical changes to restore to agriculture and to rural people their just value John Paul speaks of?

There is no one but us.

Who shall speak for the poor in clear unequivocable terms to Congress?

There is no one but us.

There is no one but us.

Who shall cut the red tape and eliminate the barriers at state and local levels?

There is no one but us.

Who shall stand up and be counted?

There is no one but us.

The risk is worth all. In the words of the British poet, Christopher Lofts, I invite you to come to the edge. He writes:

Come to the edge
But its so high
Come to the edge
But we may fall
COME TO THE EDGE
And they came
And he pushed
And they flew